

Pearson Good Habits Great Readers, Grade 5 ©2007

Correlated to

Textbook Alignment to the Utah Fifth Grade Language Arts Core



5910 Rice Creek Pkwy, Suite 1000
Shoreview, MN 55126

Textbook Alignment to the Utah Core – Fifth Grade Language Arts

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.)* Yes X No _____

Name of Company and Individual Conducting Alignment: _____ Bookworks, Santa Fe; Shannon O’Grady, President

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

- ☐ On record with the USOE.
- ☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Fifth Grade Language Arts Core Curriculum

Good Habits Great Readers Shared Reading Teacher’s Edition Grade 5 _____

Title: _____ Good Habits Great Readers Shared Reading Teacher’s Edition Grade 5 ISBN#: 0-7652-8074-4

Publisher: Pearson Education, Inc., publishing as Celebration Press

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: Teacher’s Edition - 74%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard I: <i>Teacher's Edition</i> - 66%		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 1.1: Develop language through listening and speaking.				
a.	Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).	Each new lesson contains multiple opportunities to identify specific purposes for reading, e.g., 40-47, 50-67, 64-72, 76-83, 86-93, 96-103, 106-113, 122-127, 132-137, 142-147, 152-157, 168-175, 178-185, 188-195, 198-205, 214-221, 224-231, 234-241, 244-251, 254-261, 270-277, 280-287, 290-297, 300-307, 316-323, 326-333, 336-343, 346-353		

b.	Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question, summarize, elaborate formulating an opinion with supporting evidence, interpret verbal and non- verbal messages, note purpose and perspective).	Students given opportunities during <i>Review and Reflect</i> and <i>Pause and Reflect</i> exercises, e.g., 40, 42, 44, 46, 50, 52, 54, 56, 66, 68, 70, 72, 76, 78, 80, 82, 86, 88, 90, 92, 96, 98, 100, 102, 106, 108, 110, 112, 122, 124, 126, 132, 134, 136, 138, 142, 144, 146, 148, 152, 154, 156, 158, 168, 170, 172, 174, 178, 180, 182, 184, 188, 190, 192, 194, 198, 200, 202, 204, 214, 216, 218, 220, 224, 226, 228, 230, 234, 236, 238, 240, 244, 246, 248, 250, 254, 256, 258, 260, 270, 272, 274, 276, 280, 282, 284, 286, 290, 292, 294, 296, 300, 302, 304, 306, 316, 318, 320, 322, 326, 328, 330, 332, 336, 338, 340, 342, 346, 348, 350		
c.	Speak clearly and audibly with expression in communicating ideas (i.e., effective rate, volume, pitch, tone, phrasing, tempo).	<i>Talk Together</i> activities provide for students to speak clearly, audibly and expressively, e.g., 40, 42, 44, 50, 52, 54, 66, 68, 70, 76, 78, 80, 86, 88, 90, 96, 98, 100, 106, 108, 110, 122, 124, 126, 132, 134, 136, 142, 144, 146, 152, 154, 156, 168, 170, 172, 178, 180, 182, 188, 190, 192, 198, 200, 202, 214, 216, 218, 224, 226, 228, 234, 236, 238, 244, 246, 248, 254, 256, 258, 270, 272, 274, 280, 282, 284, 290, 292, 294, 300, 302, 304, 316, 318, 320, 326, 328, 330, 336, 338, 340, 346, 348, 350		

d.	Speak using complex sentences with appropriate subject-verb agreement, correct verb tense and syntax.	Students can speak using simple and compound sentences during <i>Talk Together</i> activities, e.g., 40, 42, 44, 50, 52, 54, 66, 68, 70, 76, 78, 80, 86, 88, 90, 96, 98, 100, 106, 108, 110, 122, 124, 126, 132, 134, 136, 142, 144, 146, 152, 154, 156, 168, 170, 172, 178, 180, 182, 188, 190, 192, 198, 200, 202, 214, 216, 218, 224, 226, 228, 234, 236, 238, 244, 246, 248, 254, 256, 258, 270, 272, 274, 280, 282, 284, 290, 292, 294, 300, 302, 304, 316, 318, 320, 326, 328, 330, 336, 338, 340, 346, 348, 350		
Objective 1.2: Develop language through viewing media and presenting.				
a.	Identify specific purpose(s) for viewing media (i.e., to identify main idea and details, gain information, distinguish between fiction/nonfiction, distinguish between fact/opinion, form an opinion, determine presentation's accuracy/bias).	N/A		
b.	Use a variety of formats in presenting with various forms of media (e.g., pictures, posters, charts, ads, newspapers, graphs, videos, slide shows).	N/A		
STANDARD II: Students develop and understanding of how printed language works. (See kindergarten and first grade).				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
STANDARD III: Students develop phonological and phonemic awareness. (See kindergarten and first grade).				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		

STANDARD IV: Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 4.1: Demonstrate an understanding of the relationship between letters and sounds. (See kindergarten, first, and second grade.)				
Objective 4.2: Use knowledge of structure analysis to decode words. (See kindergarten, first, and second grade.)				
Objective 4.3: Spell words correctly.				
a.	Use knowledge of word families, patterns, syllabication, and common letter combinations to spell new words.	See Kindergarten, First, Second and Third Grade		
b.	Spell multisyllable words with roots, prefixes, and suffixes.	See Kindergarten, First, Second and Third Grade		
c.	Spell an increasing number of high-frequency and irregular words correctly (e.g., language, tongue).	See Kindergarten, First, Second and Third Grade		
d.	Learn the spellings of irregular and difficult words (e.g., hundredths, legislative, digestive).	See Kindergarten, First, Second and Third Grade		
Objective 4.4: Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).				
a.	Use knowledge about spelling to predict the spelling of new words.	See Kindergarten, First, Second and Third Grade		
b.	Visualize words while writing.	See Kindergarten, First, Second and Third Grade		

c.	Associate the spelling of new words with that of known words and word patterns.	See Kindergarten, First, Second and Third Grade		
d.	Use spelling generalities to assist spelling of new words.	See Kindergarten, First, Second and Third Grade		
STANDARD V: Students develop reading fluency to read aloud grade level text effortlessly without hesitation.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard V: <i>Teacher's Edition</i> - 75%		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i>✓
Objective 5.1: Read aloud grade level text with appropriate speed and accuracy.				
a.	Read grade level text at a rate of approximately 120-150 wpm.	Each new unit's text readings to allow ample opportunity for student to read grade level text, e.g., 64, 74, 84, 94, 104, 120, 130, 140, 150, 166, 176, 186, 196, 212, 222, 232, 242, 252, 268, 278, 288, 298, 314, 324, 334, 344		
b.	Read grade level text with an accuracy rate of 95-100%.	N/A		
Objective 5.2: Read aloud grade level text effortlessly with clarity.				
a.	Read grade level text in meaningful phrases using intonation, expression, and punctuation cues.	105, 177, 269		

b.	Read grade level words with automaticity.	Each new unit's text readings to allow ample opportunity for student to read grade level words with automaticity, e.g., 64, 74, 84, 94, 104, 120, 130, 140, 150, 166, 176, 186, 196, 212, 222, 232, 242, 252, 268, 278, 288, 298, 314, 324, 334, 344		
STANDARD VI: Students learn and use grade level vocabulary to increase understanding and read fluently.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: <i>Teacher's Edition</i> - 86 %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 6.1: Learn new words through listening and reading widely.				
a.	Use new vocabulary learned by listening, reading, and discussing a variety of genres.	185, 205, 283		
b.	Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science, math).	Student may learn the meaning and properly use grade level words during <i>Word Study</i> activities, e.g., 75, 85, 105, 121, 131, 141, 187, 197, 213, 233, 253, 379, 289, 315, 335		
Objective 6.2: Use multiple resources to learn new words by relating them to known words and/or concepts.				
a.	Use multiple resources to determine the meanings of unknown words (e.g., dictionaries, glossaries, beginning thesauruses).	95, 216-217, 220		
b.	Determine gradients of meanings between related words and concepts (e.g., ambassador: official, representative).	N/A		

Objective 6.3: Use structural analysis and context clues to determine meanings of words.				
a.	Identify meanings of words using roots and affixes.	75, 121, 213, 279, 335		
b.	Use words, sentences, and paragraphs as context clues to determine meaning of unknown key words, similes, metaphors, idioms, proverbs, and clichés.	269, 325		
c.	Use context to determine meanings of synonyms, antonyms, homonyms (e.g., your/you're) and multiple-meaning words (e.g., beat).	131, 187, 197		
STANDARD VII: Students understand, interpret, and analyze narrative and informational grade level text.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VII: <i>Teacher's Edition</i> - 94%		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 7.1: Identify purposes of text.				
a.	Identify purpose for reading.	124-125		
b.	Identify author's purpose.	200-203, 246-248		
Objective 7.2: Apply strategies to comprehend text.				
a.	Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).	133, 142-143, 145, 146-149, 339		
b.	Generate questions about text (e.g., factual, inferential, evaluative).	59, 76-83, 86-87, 89-90, 92-93, 96-97, 109, 134-135, 173, 217, 254-255, 316		
c.	Form mental pictures to aid understanding of text.	191, 263, 300-305		
d.	Make and confirm or revise predictions while reading using title, picture clues, text, and/or prior knowledge.	66-71, 73, 217		

e.	Make inferences and draw conclusions from text.	115, 152-157, 207, 224-229, 236-237, 347		
f.	Identify theme/topic/main idea from text; note details.	108-109, 161, 200-203, 205, 293		
g.	Summarize important ideas/events; summarize supporting details in sequence.	59, 107-112, 283-285		
h.	Monitor and clarify understanding applying fix-up strategies while interacting with text.	54-55, 59, 263, 290-291, 293, 296		
i.	Compile, organize, and interpret information from text.	263, 272, 276, 282-283, 285-287		
Objective 7.3: Recognize and use features of narrative and informational text.				
a.	Identify characters, setting, sequence of events, problem/resolution.	161, 161, 178-179, 182-183, 185, 188-191, 194-195, 299, 317		
b.	Compare and contrast elements of different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction, science fiction.	39, 46, 185, 215		
c.	Identify information from text, headings, subheadings, diagrams, charts, captions, graphs, table of contents, index, and glossary.	71, 95, 106, 121, 131, 216-220, 234, 253, 295		
d.	Identify different structures in text (e.g., description, problem /solution, compare/contrast, cause/effect, order of importance, time, geographic classification).	65, 141, 213, 299, 345		
e.	Locate information from a variety of informational text (e.g., newspapers, magazines, textbooks, biographies, Internet, other resources).	N/A		

STANDARD VIII: Students write daily to communicate effectively for a variety of purposes and audiences.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VIII: <i>Teacher's Edition</i> 60%		Percentage of coverage not in student or teacher edition, but covered in the ancillary material for Standard VIII: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 8.1: Prepare to write by gathering and organizing information and ideas (pre-writing).				
a.	Generate ideas for writing by reading, discussing, researching, and reflecting on personal experiences.	<i>Pause and Reflect</i> exercises help students to generate ideas for writing, e.g., 46, 56, 72, 82, 92, 102, 128, 138, 148, 174, 184, 194, 220, 230, 240, 250, 276, 286, 296, 322, 332, 342		
b.	Select and narrow a topic from generated ideas.	<i>Writing About It</i> activities can assist student in narrowing topics, e.g., 46, 56, 72, 82, 92, 102, 112, 128, 138, 148, 158, 174, 184, 194, 204, 220, 230, 240, 250, 260, 276, 286, 296, 306, 322, 332, 342, 352		
c.	Identify audience, purpose, and form for writing.	Instructor can use <i>Write About It</i> activities to assist student in identifying audience, purpose and form, e.g., 46, 56, 72, 82, 92, 102, 112, 128, 138, 148, 158, 174, 184, 194, 204, 220, 230, 240, 250, 260, 276, 286, 296, 306, 322, 332, 342, 352		
d.	Use a variety of graphic organizers to organize information from multiple sources.	270-274, 277, 280-281, 284, 286-287		

Objective 8.2: Compose a written draft.				
a.	Draft ideas on paper in an organized manner utilizing words, sentences, and multiple paragraphs (e.g., beginning, middle, end; main idea; details; characterization; setting; plot).	Student can organize draft ideas in an organized manner through <i>Write About It</i> activities found throughout text, e.g., 46, 56, 72, 82, 92, 102, 112, 128, 138, 148, 158, 174, 184, 194, 204, 220, 230, 240, 250, 260, 276, 286, 296, 306, 322, 332, 342, 352		
b.	Use voice to fit the purpose and audience.	Multiple opportunities through <i>Writing About It</i> activities found throughout text, e.g., 46, 56, 72, 82, 92, 102, 112, 128, 138, 148, 158, 174, 184, 194, 204, 220, 230, 240, 250, 260, 276, 286, 296, 306, 322, 332, 342, 352		
c.	Use strong verbs and precise and vivid language to convey meaning.	<i>Write About It</i> activities found throughout text provide multiple opportunities, e.g., 46, 56, 72, 82, 92, 102, 112, 128, 138, 148, 158, 174, 184, 194, 204, 220, 230, 240, 250, 260, 276, 286, 296, 306, 322, 332, 342, 352		
d.	Identify and use effective leads and strong endings.	Student will identify and use effective leads and strong endings during <i>Write About It</i> activities found throughout text, e.g., 46, 56, 72, 82, 92, 102, 112, 128, 138, 148, 158, 174, 184, 194, 204, 220, 230, 240, 250, 260, 276, 286, 296, 306, 322, 332, 342, 352		
Objective 8.3: Revise by elaborating and clarifying a written draft.				
a.	Revise draft to add details, strengthen word choice, clarify main idea and reorder content.	N/A		

b.	Enhance fluency by using transitional words, phrases to connect ideas, and a variety of complete sentences and paragraphs to build ideas (e.g., varied sentence length, simple and compound sentences).	46, 56, 72, 82, 92, 102, 112, 128, 138, 148, 158, 174, 184, 194, 204, 220, 230, 240, 250, 260, 276, 286, 296, 306, 322, 332, 342, 352		
c.	Revise writing, considering the suggestions from others.	N/A		
Objective 8.4: Edit written draft for conventions.				
a.	Edit writing for correct capitalization and punctuation (i.e., introductory and dependent clauses, dialogue, singular and plural possessives).	N/A		
b.	Edit for spelling of grade level-appropriate words.	N/A		
c.	Edit for standard grammar (e.g., subject-verb agreement, verb tense, irregular verbs).	N/A		
d.	Edit for appropriate formatting features (e.g., margins, indentations, titles, headings).	N/A		
Objective 8.5: Use fluent and legible handwriting to communicate.				
a.	Write using upper- and lower-case cursive letters using proper form, proportions, and spacing.	N/A		
b.	Increase fluency with cursive handwriting.	N/A		
c.	Produce legible documents with manuscript or cursive handwriting.	N/A		
Objective 8.6: Write in different forms and genres.				
a.	Produce personal writing (e.g., journals, personal experiences, eyewitness accounts, memoirs, literature responses).	46, 56, 72, 82, 92, 102, 112, 128, 138, 148, 158, 174, 184, 194, 204, 220, 230, 240, 250, 260, 276, 286, 296, 306, 322, 332, 342, 352		
b.	Produce traditional and imaginative stories, narrative and formula poetry.	204		

c.	Produce informational text (e.g., book reports, cause and effect reports, compare and contrast essays, observational/research reports, content area reports, biographies, historical fiction, summaries).	260		
d.	Produce writing to persuade (e.g., essays, editorials, speeches, TV scripts, responses to various media).	158		
e.	Produce functional texts (e.g., newspaper and newsletter articles, e-mails, simple PowerPoint presentations, memos, agendas, bulletins).	N/A		
f.	Share writing with others incorporating relevant illustrations, photos, charts, diagrams, and/or graphs to add meaning.	46, 72, 82, 92, 102, 128, 138, 148, 174, 184, 194, 230, 240, 250, 260, 276, 286, 296, 306, 322, 342, 352		
g.	Publish 6-8 individual products.	204		